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ABSTRACT

A study of the language proficiency of students in core French programs in a number of Eastern Ontario (Canada) high schools looked at the listening comprehension, reading comprehension, and oral skills of students in grades 9, 10, and 12. Comparisons were made across and within school districts, and also with previous groups tested. Findings show clearly that the cumulative amount of French instructional time does influence proficiency, particularly at the grade 9 level. While grade 9 students do not generally score as high on listening tests as late immersion groups with similar amounts of instructional time, by grade 12 the core groups with 1,200 or more hours of French compare favorably in French listening and reading with students who have had two years of a late immersion program with 50 or 80 percent of the time spent in French. The study revealed the need for more appropriate tests and for closer examination of the factors affecting the achievement of second language proficiency. (MSE)

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CORE FRENCH IN EASTERN ONTARIO HIGH SCHOOLS

French Immersion Series

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ABSTRACT

Introduction

The 1986 contract with the Ministry of Education of Ontario involved an examination of the French proficiency of high school students in several eastern Ontario boards with different core French programs. The Grade 9 students represented the first group taking a compulsory French course under the ministry's new high school diploma requirements.

The sample tested included students enrolled in French at the advanced and general levels in Grades 9, 10, and 12. Group tests of French listening and reading comprehension were administered to all students in these samples. In addition, randomly selected subsamples of some groups took an individual speaking test.

Comparisons Across and Within Boards

Listening tests. In both 9A and 9G, the two boards with the most instructional time in French had significantly higher mean scores than the two boards with the fewest hours of French. For the students in French 10G, the trends were similar but differences between boards were not always significant.

The mean score for the French 10A group in one board was significantly greater than that for the corresponding group in each of the other boards. Among the 12A groups, there was only one significant difference between boards, and no such differences for 12G.

In each board, the mean score of the 9A group was significantly higher than those of both the 9G and 10G groups. In all but one board, the 10G group had a significantly higher mean score than the 9G sample. In each case the mean score of the French 12A sample was significantly greater than those of 10A and 12G students.

Reading tests. Grade 9A, 9G and 10G groups with more instructional time in French had higher mean scores on the IEA II test, and similar trends were generally apparent among groups which took the Population IV version of the test. Differences among the various grade levels were similar to those for the listening test, but fewer of the differences were significant. The IEA II test appeared to be particularly difficult for general-level classes in both grades.

Speaking test. The five-part speaking test was taken by a subsample of about 40 students in 9A and 10A French in each of four of the boards. The two Grade 9 groups with more French instruction generally scored significantly higher on all subtests than the two with fewer hours of French, while at Grade 10 none of the differences was significant. Moreover, the Grade 10 means on each subtest were significantly higher than those of the Grade 9 group only in the two boards with the fewest cumulative hours of French instructional time. Details of responses to individual items and other relevant information should be useful in determining specific strengths and weaknesses of the groups from the various boards and grade levels.

Comparisons with Groups Tested Previously

Listening tests. The mean scores of the combined 9A/9G groups from the five boards tested in 1986 were compared with those of core students tested previously in Grades 6 to 8. The results tended to confirm the previously observed pattern of higher scores being related to more instructional time in French, even when there were differences in the age levels of the groups being compared. In another comparison, all of the 9A groups tested in 1986 had signficantly lower mean scores on the IEA II listening test than Grade 7 students in one board after one year in late immersion. However, 9A groups from the two boards with more French instruction had scores which did not differ significantly from those of first-year late immersion groups in another board.

On the Population IV level of the listening test, Grade 12A core French means for three of the boards did not differ significantly from those of Grade 7 and 8 groups tested at the end of two or three years of late immersion. Moreover, the 1986 Grade 12 group from one of the school systems scored significantly higher than the Grade 7 students from the same board who had spent two years in late immersion.

Reading tests. The Population IV version of the IEA test had been used earlier with students completing two or three years of late immersion. All but one 12A group had mean scores which were significantly less that that of Grade 8 students at the end of three years of late immersion. However, mean scores of the 12A groups in four of the boards did not differ significantly from that of one group of students after two years in a late immersion program.

Speaking test. On the Vocabulary subtest the 1986 Grade 9 groups from two of the boards had means similar to those of Grade 6 and 8 groups tested earlier, which had similar cumulative hours of French instruction. The highest mean scores among core groups which took the Structures subtest were obtained by Grade 10 groups from one of the boards with relatively high amounts of instructional time. Lack of comparability of data made it difficult to interpret differences between results obtained in different years on the remaining parts of the speaking test.

Concluding Statement

In spite of their limitations, the data provided in this report show clearly that the cumulative amount of French instructional time does influence French proficiency, particularly at the Grade 9 level. Grade 9 students do not generally score as high on listening tests as late immersion groups with a similar amount of instructional time, but by Grade 12 the core groups with 1200 or more hours of French compare favourably in French listening and reading with students who have had two years of a late immersion program with 50 or 80 per cent of the time in French. Many of the students tested had considerable difficulty in a task similar to carrying on a simple conversation in French. Although some questions remain unanswered, this project has provided potentially useful information about the achievement levels of core French students in eastern Ontario high schools, and has pointed out needs for more appropriate tests and for closer examination of the factors affecting the achievement of proficiency in the second language.

CORE FRENCH IN EASTERN ONTARIO HIGH SCHOOLS

INTRODUCTION

This study has been carried out under a contract with the Ministry of Education, Ontario. The contract called for testing of the French proficiency of students in core French programs at the Grade 9, 10, and 12 levels in Ottawa and Carleton and in one or two other boards with different core programs. In the 1985-86 school year the Grade 9 students represented the first group taking a required core French course under the new high school diploma requirements for the Intermediate and Senior Divisions (OS:IS, Ministry of Education, Ontario, 1984). The students at the higher grade levels were continuing under the previous regulations, which did not require students to have a credit in French in order to obtain a secondary school graduation certificate.

In order to carry out this contract, the Directors of Education of several boards in eastern Ontario, outside of the Ottawa-Carleton area were contacted early in the 1985-86 school year. Arrangements were made with the French co-ordinators or consultants to test samples of students in the Ottawa and Carleton Boards of Education and in three other boards. Details concerning the selection of samples, the distribution of instructional time in the core French programs in each system, and the instruments used will be given in the section which follows. This study does not examine differences in curriculum or teaching methods among the different boards represented. In addition, it was not possible to take into account differences in the scholastic aptitude, socio-economic status or other relevant characteristics of the students included in the samples.

METHODOLOGY

Programs

As already mentioned, the main difference in program which is being considered in this study is that of cumulative French instructional time. Two of the boards (identified as Boards A and B) differ only in the amount of instructional time at the Kindergarten level. In Board A the children had a half-day French-language Kindergarten, while in Board B 30 minutes a day were used for instruction in French.

In Board C 40 minutes of French instruction daily was introduced first in Grades 6 to 8 and in 1979 this pattern was extended to Grades 1 through 5. Before these changes the periods had been 20 minutes in length in Grades 1 to 8, and 15 minutes in Kindergarten. The Grade 9, 10 and 12 groups involved in the current project had begun the 40-minute program in Grades 3, 4 and 6, respectively.

The Grade 12 groups in Board D had started French in Grade 3 with a 20-minute daily program, which increased to 40 minutes in Grades 7 or 8. However, the Grade 9 and 10 groups had received instruction in French since Kindergarten, again starting with 20 minutes a day. In Board E French instruction for all groups had begun in Grade 4, also with 20 minutes a day. This pattern had continued to the end of Grade 8 for the students in the Grade 12 sample, but the instructional time had increased to 40 minutes a day starting in Grade 5 for the students tested in Grade 9 or Grade 10.

At the high school level in each of the boards, the instructional time was 40 minutes a day throughout the year or the equivalent in a semestered school. Table 1 shows the total number of hours of French instruction accumulated to the end of June 1986 by the groups tested at

each of three grade levels in the five boards. Additional details of the distribution of time over successive grade levels will be found in Table A-1 in the Appendix.

TABLE 1

CUMULATIVE HOURS OF FRENCH INSTRUCTION
IN FIVE BOARDS IN EASTERN ONTARIO, Spring 1986

Grade	Cumulative hours of French instruction				
	Board A	Board B	Board C	Board D	Board E
9	1530	1170	1005	780	660
10	1650	1290	1065	900	780
12	1890	1530	1185	960	840

Samples

Three representative schools from the Ottawa Board of Education and four from the Carleton Board were chosen by the research team in consultation with administrators, taking into account size, type, and location. In each of the other three boards two schools were selected, using similar criteria. The choice was more limited in these boards, since there were fewer large schools and many of them were semestered, so that the numbers of students taking French at the time of testing were greatly reduced. In each of the schools all core French classes at Advanced (including Enriched) and General level in Grades 9, 10 and 12 were to be tested.

Table 2 shows the sample sizes by board for each grade and level. It will be observed that not all levels were available in the schools of the smaller boards, where the number of students available for testing had also been reduced because some schools were semestered.

The OS:IS document indicates that students who were in Grade 9 in 1985-86 were required to have one credit in French in order to obtain an Ontario Secondary School Diploma. For the Grade 10 and 12 students in the study, however, French was optional. The groups taking French at these grade levels were undoubtedly those who had been most successful previously and not as representative of the total school population as those enrolled in Grade 9 classes in 1985-86. Since there are no data concerning the performance of the Grade 10 and 12 students when they were in Grade 9, it is not possible to assess the amount of growth in the French proficiency of these students which took place during their high school years.

TABLE 2

CORE FRENCH SAMPLE IN FIVE BOARDS IN EASTERN ONTARIO, Spring 1986

Grade and level	Number of students (and classes)				
	Board A	Board B	Board C	Board D	Board E
9E	23 (1)	67 (4)	41 (2)	—	—
9A	87 (4)	269 (12)	289 (10)	98 (4)	119 (4)
9G	117 (4)	133 (6)	131 (6)	94 (4)	130 (5)
10E	—	69 (3)	23 (1)	—	—
10A	112 (4)	242 (11)	254 (9)	82 (3)	84 (3)
10G	83 (3)	97 (5)	90 (5)	25 (1)	60 (3)
12E	—	27 (2)	—	—	—
12A	56 (2)	235 (11)	156 (7)	39 (2)	39 (2)
12G	18 (1)	73 (5)	35 (2)	—	16 (1)

Group tests were administered to the groups described above, and a randomly chosen subsample of about 40 students enrolled in each of French 9A and French 10A in each of four boards took an individual speaking test.

Instruments

The instruments used in this study were chosen from those which had been used previously in the Ottawa area and which appeared to be most suitable for the groups being tested. These consisted of group tests of French listening comprehension and reading comprehension which had been developed for students of French as a second language by the International Association for the Evaluation of Educational Achievement (IEA) and a five-part speaking test.

In two previously funded research studies in the Ottawa-Carleton region, extensive testing of core French students had taken place. In one of these studies the IEA Population II French Listening Comprehension Test had been used with students in Grades 4 to 8 (Morrison, Pawley, and Bonyun, 1981). The same test and another developed by the same organization for a somewhat more advanced group (Population IV) were used with Grade 10 students in a second study (Morrison and Wightman, 1983). Two reading tests from the IEA series had also been used with Grade 10 core students in the 1983 study, as well as with immersion students in the elementary grades. Although the accents in the listening test are not Canadian and there are the occasional references to European places, it was felt that these tests were the most suitable of those available. A brief description of each of these tests and of the speaking test is given below.

IEA French Listening Comprehension Tests. These tests are part of a series developed for use in comparative studies of French as a second language in different countries (Carroll, 1975). The two listening comprehension tests each consist of 40 multiple-choice items and require 25 minutes of working time. The Population II level test,

designed for 14-year-old students who had taken two or three years of the standard French courses in their countries, was administered to the Grade 9 groups and to those in French 10G. The Population IV level was originally intended for students in their final year of high school who had taken at least three years of French; this test was given to the various Grade 12 groups and to those in French 10A. Both tests contain a variety of item types, which are described by Carroll (p. 56) as based on pictures, sentences, conversations, passages, and long conversations.

IEA Reading Comprehension Tests. The two levels of the IEA reading test were administered along with the corresponding level of the listening comprehension test to the groups in Grades 9, 10, and 12. The multiple-choice tests are designed to measure the student's ability to comprehend written French; there are 35 items in the Population II test and 39 in the test for Population IV.

French speaking. Each section of the speaking test was intended to focus on a particular aspect of speech, so that strengths and weaknesses in these areas could be assessed. The five sections, with the maximum possible score and the source of each subtest, will be identified as follows:

VOCABULARY (8) - Part of a speaking test developed for core French in Ottawa Board of Education (OBE) schools, Grades 6 and 8

The student is asked to identify the objects illustrated; credit is given for the correct noun, with or without the correct article.

QUESTIONS (12) - Part of a speaking test developed for core French in OBE schools, Grades 6 and 8

The student is asked to answer eight questions which might occur in everyday conversation; responses require the mastery of certain basic sentence structures and the use of the past tense, negative forms, and reflexive verbs. Credit is given for each of 12 specific structures which should be used in the responses.

STRUCTURES (12)- Part of a test developed for evaluation of French immersion programs in Grades 8 and 10 in Ottawa-Carleton

These questions were designed to elicit particular structures; only the structure in question was scored, regardless of the accuracy of the rest of the response. An alternative structure, if correct and appropriate, was also scored as correct.

SITUATIONS (26)- Items modelled on OAIP items and developed for use with Grade 10 core French in Ottawa-Carleton

In three imaginary situations the student is asked to order specific food in a restaurant, to ask for information in a train station, and to ask a friend to dinner. Directions are given in English in the first two cases and in French for the third.

STREET SCENE (6)- From speaking test used for core French in Grades 6 and 8 of the Ottawa Board of Education

The student is asked to describe a colourful scene; as necessary, the tester encourages extension of the description by asking questions. Scoring is done on a seven-point rating scale, using the verbal descriptions found in Table 17.

The speaking test was administered and scored by a trained Francophone tester, who is also fluent in English. Although as much scoring as possible was done during the testing, the responses were recorded so that rescoring could be done later if necessary. Detailed guidelines for scoring were developed prior to the actual testing. Further information about each subtest is provided in the discussion of results.

ANALYSES

The students tested were also asked to complete a brief questionnaire to help in determining their previous background with respect to French. The information obtained was used to determine the analysis groups. The students were asked whether they had ever attended a school for Francophone children or a French immersion program; in what grades, if any, they had not had French instruction; and what opportunities they had had to learn French outside of school. A copy of the form used at each grade level will be found in Appendix B.

The answer sheets for the reading and listening tests were all machine scored. The responses to the questions on the student surveys were used to omit from the analyses the results of any student whose background in French was not typical of the group for which the core program was designed, such as those who spoke French at home or who had experience in a French immersion program. For each of the boards, basic statistics were tabulated separately for each instructional level (E, A, or G) within each of the grades in which the test was given.

The French speaking tests were scored by the tester and the results analysed for each grade level and board. Item analysis data were also tabulated for each analysis group.

For all of the tests, analyses of variance, followed by Scheffé post hoc procedures where appropriate, were carried out in order to compare the results for the various groups. Since it had not been possible to obtain ability scores for all the boards, it was impossible to use analyses of covariance to control for differences in aptitude which might have existed among the various analysis groups.

COMPARISONS ACROSS AND WITHIN BOARDS: GRADES 9, 10, AND 12

Results by grade and level for the listening, reading, and speaking tests administered in the spring of 1986 to representative groups in Grades 9, 10, and 12 in five boards in eastern Ontario will be presented in the first part of this section. It will be possible to make comparisons across boards for groups at the same grade level with different amounts of French instructional time. Within-board comparisons can also be made across grades and levels for groups which took the same test. In most cases, statistically significant differences between groups will be indicated in the tables.

The second part of this section of the report will provide comparisons with results obtained for other groups in previous years.

French Listening Comprehension

IEA II listening test. Results on this test, which was used with all Grade 9 groups and with those enrolled in French 10G, are presented in Tables 3 and 4. In Table 3 significant differences at the same grade and level across boards are indicated, while Table 4 shows differences within boards.

It should be noted that although Grade 9 students in Board A had accumulated 1530 hours of French instruction as compared with 1170 hours for Board B, this difference was entirely due to a half day of French at the Kindergarten level. The amount of French at the other grade levels was the same in these two boards and greater than that for Board C by a total of 165 hours to the end of Grade 2, after which all three were the same. It should also be noted that in Board C a higher proportion of students than in Board B remain in immersion to the end

of Grade 8. In 1984-85, for example, about 36 per cent of Grade 8 students in Board C and 23 per cent in Board B were enrolled in early and late immersion. The difference was particularly pronounced for the late-entry program.

In Grade 9 classes at both levels the students in Boards A and B and the French 9A classes in Board C had significantly higher scores on the listening test than those in Boards D and E, whose cumulative hours by the end of Grade 9 were 780 and 660 respectively. For the students in French 10G the trends were similar, but differences between boards were not always significant.

TABLE 3

IEA II FRENCH LISTENING TEST RESULTS
FOR SCHOOL DISTRICTS WITH DIFFERENT CORE FRENCH PROGRAMS,
GRADES 9A, 9G, AND 10G, Spring 1986

Grade and level	Board	Cum. hrs. of French	Mean (max=40)	SD	N	Sig. diff. from group*
9A	A	1530	24.4	4.4	49	D, E
	B	1170	25.5	5.9	199	C, D, E
	C	1010	22.4	5.8	208	D, E
	D	780	19.2	5.0	93	
	E	660	19.5	5.6	88	
9G	A	1530	17.3	5.0	89	C, D, E
	B	1170	16.9	4.1	102	C, D, E
	C	1010	14.8	4.2	101	E
	D	780	14.1	3.6	111	
	E	660	12.7	3.4	70	
10G	A	1650	20.6	5.0	69	D, E
	B	1290	19.8	5.6	59	D
	C	1070	20.2	5.2	69	D, E
	D	900	15.4	3.7	50	
	E	780	15.9	3.6	18	

* Mean of group shown is significantly greater than those of the groups named in this column ($p < 0.05$).

Table 4 shows the same data as Table 3, with emphasis on within-board differences. Results for a group of 10 students in Board B and another group of 21 in Board C who were enrolled in classes identified as enriched (French 9E) are not included in this table, although they are classified as A level courses for credit purposes. It will be seen that the 9A students obtained significantly higher listening test scores than the G level students in the same board in both Grade 9 and Grade 10. The 10G students also obtained higher scores than those in 9G, although the latter difference was not significant in Board D. As would be expected, the scores of the two small groups of 9E students were significantly higher than those in the other Grade 9 groups in the same board.

The internal consistency (reliability) of the IEA II French listening comprehension test (as measured by Kuder-Richardson formula 20) was 0.89 for the total group of about 1800 students who took this test. The value ranged from 0.69 to 0.83 for the Grade 9 advanced or enriched groups and for the Grade 10 general groups in Boards A, B, and C. However, for the 9G groups and for the 10G groups in Boards D and E the internal consistency was much lower, with a median value of 0.53. This result probably reflects the fact that the test was rather difficult for the general level students; the mean scores for half of the groups were between 12 and 16, or 30 to 40 per cent of the possible score.

TABLE 4

IEA II FRENCH LISTENING TEST RESULTS BY GRADE AND LEVEL WITHIN SCHOOL DISTRICTS WITH DIFFERENT CORE FRENCH PROGRAMS, GRADES 9A, 9G, AND 10G, Spring 1986

Board	Grade & level	Cum. hrs. of French	Mean (max=40)	SD	N	Sig. diff. from group*
A	9A	1530	24.4	4.4	49	9G,10G
	10G	1650	20.6	5.0	69	9G
	9G	1530	17.3	5.0	89	
B	9A	1170	25.5	5.9	199	9G,10G
	10G	1290	19.8	5.6	59	9G
	9G	1170	16.9	4.1	102	
C	9A	1010	22.4	5.8	208	9G,10G
	10G	1070	20.2	5.2	69	9G
	9G	1010	14.8	4.2	101	
D	9A	780	19.2	5.0	93	9G,10G
	10G	900	15.4	3.7	50	
	9G	780	14.1	3.6	111	
E	9A	660	19.5	5.6	88	9G,10G
	10G	780	15.9	3.6	18	9G
	9G	660	12.7	3.4	70	

* Mean of group shown is significantly greater than those of the groups from the same board named in this column ($p < 0.05$).

IEA IV listening test. Results on this test, which was administered to all students enrolled in French classes in Grade 12 and to those taking French 10A in the participating schools, are presented in Tables 5 and 6. Table 5 shows differences among boards for each of the three groups identified (10A, 12A, 12G), while Table 6 presents the same information emphasizing within-board differences.

For the A level students tested in Grade 10, Table 5 shows trends in the differences among boards similar to those previously reported for Grade 9. However, the only significant differences involve Board

B, where the mean score for Grade 10A was greater than that for the corresponding group in each of the other boards. Among the Grade 12A groups the only significant difference was between Boards B and E, while for French 12G there were no such differences among the four boards offering this course, in most cases with very small enrolment.

TABLE 5

IEA IV FRENCH LISTENING TEST RESULTS
FOR SCHOOL DISTRICTS WITH DIFFERENT CORE FRENCH PROGRAMS,
GRADES 10A, 12A, AND 12G, Spring 1986

Grade and level	Board	Cum. hrs. of French	Mean (max=40)	SD	N	Sig. diff. from group*
10A	A	1650	19.1	5.5	85	
	B	1290	21.7	6.9	186	A,C,D,E
	C	1070	19.0	6.2	163	
	D	900	17.7	6.2	66	
	E	780	17.6	4.9	75	
12A	A	1890	24.3	6.2	34	
	B	1530	26.9	6.1	153	E
	C	1190	24.7	5.5	54	
	D	960	24.1	5.3	32	
	E	840	21.1	7.3	34	
12G	A	1890	16.6	4.8	16	
	B	1530	19.1	6.5	46	
	C	1190	14.6	4.4	13	
	D	960	17.5	5.1	14	

* Mean of group shown is significantly greater than those of the groups named in this column ($p < 0.05$)

Table 6 shows that when the results were examined for differences within boards there were significant differences between the 10A and 12A groups in all of the boards and between 12A and 12G in the boards which offered French courses at both levels.

TABLE 6

IEA IV FRENCH LISTENING TEST RESULTS BY GRADE AND LEVEL
WITHIN SCHOOL DISTRICTS WITH DIFFERENT CORE FRENCH PROGRAMS,
GRADES 10A, 12A, AND 12G, Spring 1986

Board	Grade & level	Cum. hrs. of French	Mean (max=40)	SD	N	Sig. diff. from group*
A	12A	1890	24.3	6.2	34	10A,12G
	10A	1650	19.1	5.5	85	
	12G	1890	16.6	4.8	16	
B	12A	1530	26.9	6.1	153	10A,12G
	10A	1290	21.7	6.9	186	
	12G	1530	19.1	6.5	46	
C	12A	1190	24.7	5.5	54	10A,12G
	10A	1070	19.0	6.2	163	
	12G	1190	14.6	4.4	13	
D	12A	960	24.1	5.3	32	10A,12G
	10A	900	17.7	6.2	66	
	12G	960	17.5	5.1	14	
E	12A	840	21.1	7.3	34	10A
	10A	780	17.6	4.9	75	

* Mean of group shown is significantly greater than those of the groups in the same board named in this column ($p < 0.05$)

For the total group of about 1300 which took the Population IV version of the IEA French listening test the reliability (internal consistency) of the test was 0.90. The median value for the subgroups in Grades 10A, 12A, and 12G was 0.80.

French Reading Comprehension

IEA II reading test. Results are given in Tables 7 and 8 for the groups from the five boards which took this test. As with the listening test, significant differences at the same grade and level are indicated in the first of these tables, while the second shows differences within boards. The differences in the number of cases for this and the listening test were because of different attendance patterns on the days when the tests were administered.

The results were similar to those for the listening test reported in the previous section (Table 3) for groups taking French 9A, 9G, and 10G. Students in programs with more instructional time tended to show higher mean scores on both tests, but there were fewer instances of significant differences between groups at the same level in the different boards. For the 9A group, students in Boards A and B had significantly higher scores than those in Boards D and E, and Board B students had higher mean scores than those in Board E. Among the students who took French at the general level, there were no significant differences at the Grade 10 level; in Grade 9 it was found that Board A students had higher mean scores than those in Boards C, D, and E, and that those in Boards B and C had higher scores than the students in Board E.

The test appeared to be particularly difficult for students in 9G and 10G and for one of the 10A groups, which had mean scores of between 9 and 16 on this multiple-choice test with a possible maximum score of 35. Between 20 and 45 per cent of the students in the 9G groups from the five boards had scores on this test of 9 or less, which represents scores at the chance level or obtainable by guessing alone.

TABLE 7

IEA II FRENCH READING TEST RESULTS
FOR SCHOOL DISTRICTS WITH DIFFERENT CORE FRENCH PROGRAMS,
GRADES 9A, 9G, AND 10G, Spring 1986

Grade and level	Board	Cum. hrs. of French	Mean (max=35)	SD	N	Sig. diff. from group*
9A	A	1530	20.9	5.6	37	D, E
	B	1170	20.1	6.2	172	D, E
	C	1010	18.8	5.6	208	E
	D	780	16.9	4.8	95	
	E	660	15.4	5.0	74	
9G	A	1530	13.4	4.7	86	C, D, E
	B	1170	12.0	3.8	103	E
	C	1010	11.7	3.7	100	E
	D	780	11.5	3.3	102	
	E	660	9.9	2.6	70	
10G	A	1650	15.9	5.3	54	
	B	1290	15.3	5.1	63	
	C	1070	15.2	4.4	66	
	D	900	14.1	3.9	50	
	E	780	12.9	4.1	18	

* Mean of group shown is significantly greater than those of the groups named in this column ($p < 0.05$).

When the differences between grades and levels within boards are examined, it is found that with only one exception the 9A level groups had significantly higher mean scores than both 9G and 10G, and that the Grade 10 students taking the G level course had higher scores than those in Grade 9. These results are shown in Table 8. The two enriched Grade 9 groups in Boards B and C again had significantly higher scores than the other three groups.

TABLE 8

IEA II FRENCH READING TEST RESULTS BY GRADE AND LEVEL
WITHIN SCHOOL DISTRICTS WITH DIFFERENT CORE FRENCH PROGRAMS,
GRADES 9A, 9G, AND 10G, Spring 1986

Board	Grade & level	Cum. hrs. of French	Mean (max=35)	SD	N	Sig. diff. from group*
A	9A	1530	20.9	5.6	37	9G,10G
	10G	1650	15.9	5.3	54	9G
	9G	1530	13.4	4.7	86	
B	9A	1170	20.1	6.2	172	9G,10G
	10G	1290	15.3	5.1	63	9G
	9G	1170	12.0	3.8	103	
C	9A	1010	18.8	5.6	208	9G,10G
	10G	1070	15.2	4.4	66	9G
	9G	1010	11.7	3.7	100	
D	9A	780	16.9	4.8	95	9G,10G
	10G	900	14.1	3.9	50	9G
	9G	780	11.5	3.3	102	
E	9A	660	15.4	5.0	74	9G
	10G	780	12.9	4.1	18	9G
	9G	660	9.9	2.6	70	

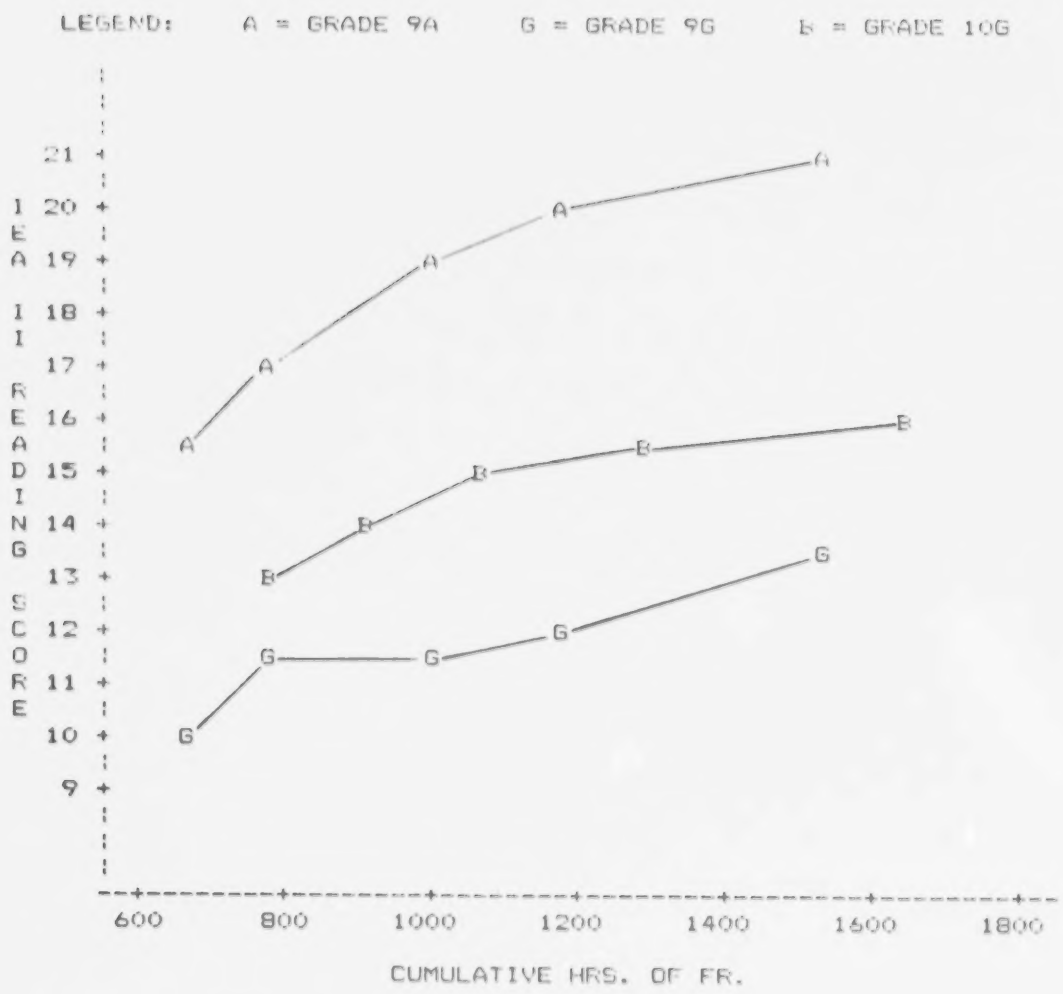
* Mean of group shown is significantly greater than those of the groups from the same board named in this column ($p < 0.05$).

Figure 1 illustrates the relationship between the cumulative time of French instruction and the IEA II French Reading Comprehension scores for the 9A, 9G, and 10G groups of the five boards. It will be seen that for each group there is a relationship between the cumulative instructional time and the group mean score. In addition, there is a clear distinction among the groups in their achievement in this test.

For the more than 1600 students who took the IEA II French Reading Test, the internal consistency of the test was 0.88. For the individual subgroups the internal consistency ranged from 0.41 to 0.85. Values tended to be higher for the groups with higher levels of achievement.

FIGURE 1

RELATIONSHIP BETWEEN TIME IN FRENCH AND FRENCH READING COMPREHENSION SCORES, GRADES 9 AND 10, 1986



IEA IV reading test. Tables 9 and 10 present the results for the groups which took the more difficult level of the IEA French reading test. When comparisons are made across boards (Table 9), the trend was again for higher scores for a given grade and level (10A, 12A, or 12G) to be associated with the amount of French instructional time. There were, however, relatively few cases in which the differences between groups were significant. The internal consistency or reliability of the IEA IV reading test was 0.85 for the total group of over 1200 students who took the test. The median value in the subgroups tested was about 0.70.

TABLE 9

IEA IV FRENCH READING TEST RESULTS
FOR SCHOOL DISTRICTS WITH DIFFERENT CORE FRENCH PROGRAMS,
GRADES 10A, 12A, AND 12G, Spring 1986

Grade and level	Board	Cum. hrs. of French	Mean (max=39)	SD	N	Sig. diff. from group*
10A	A	1650	16.8	4.7	66	
	B	1290	17.2	4.7	176	
	C	1070	17.2	4.9	153	
	D	900	16.1	4.5	66	
	E	780	15.9	3.7	75	
12A	A	1890	23.1	4.8	33	
	B	1530	22.8	4.9	141	E
	C	1190	22.4	4.5	56	
	D	960	20.6	4.2	19	
	E	840	19.9	5.0	33	
12G	A	1890	14.2	4.6	12	
	B	1530	15.7	5.2	49	
	C	1190	14.2	2.9	14	
	D	960	19.3	4.8	29	A, B, C

* Mean of group shown is significantly greater than those of the groups named in this column ($p < 0.05$).

When differences within boards were examined (Table 10), the groups taking French 12A tended to have significantly higher mean scores than those in both of the other groups. A notable exception was the class of 29 students taking French 12G in Board D, whose mean score was the highest among the four boards at the 12G level and significantly higher than that taking French 10A in the same board. In fact, the score of this 12G group was very similar to that obtained by 12A students in the two boards with the smallest amount of instructional time. No information is available to account for the atypical performance of this class.

TABLE 10

IEA IV FRENCH READING TEST RESULTS BY GRADE AND LEVEL
WITHIN SCHOOL DISTRICTS WITH DIFFERENT CORE FRENCH PROGRAMS,
GRADES 10A, 12A, AND 12G, Spring 1986

Board	Grade & level	Cum. hrs. of French	Mean (max=39)	SD	N	Sig. diff. from group*
A	12A	1890	23.1	4.8	33	10A,12G
	10A	1650	16.8	4.7	66	
	12G	1890	14.2	4.6	12	
B	12A	1530	22.8	4.9	141	10A,12G
	10A	1290	17.2	4.7	176	
	12G	1530	15.7	5.2	49	
C	12A	1190	22.4	4.5	56	10A,12G
	10A	1070	17.2	4.9	153	
	12G	1190	14.2	2.9	14	
D	12A	960	20.6	4.2	19	10A
	10A	900	16.1	4.5	66	
	12G	960	19.3	4.8	29	10A
E	12A	840	19.9	5.0	33	10A
	10A	780	15.9	3.7	75	

* Mean of group shown is significantly greater than those of the groups from the same board named in this column ($p < 0.05$).

The trends shown in the between-board comparisons show the influence of the cumulative amount of French instructional time, particularly at the Grade 9 level, in the five boards represented in this study. The results may also have been affected by the criteria used for enrolment in levels A and G of the required French course in Grade 9 and the proportion of students who continue to take French in Grade 10. However, there is little information as to how these differ among boards or between schools in the same board.

As mentioned earlier, it was not possible to obtain aptitude measures for students in the boards outside of the Ottawa-Carleton area, and hence adjustment for differences in aptitude was not possible. It can be noted, however, that the proportions of the Grade 9 students enrolled in French 9A and 9G are about 2:1 in the schools from Boards B and C and 1:1 in Boards A, D, and E. Since the French 9A results for Boards A, B, and C are similar, this suggests a similarity of standards in the A level courses in these three boards, where the amount of instructional time in French is also the same in Grades 5 to 9.

The decrease in the number of significant differences found in Grades 10 and 12 probably reflects the fact that for these students French is an optional course and is most likely to be selected by those who have succeeded at previous levels. Another factor which might account for differences among boards with similar cumulative amounts of instructional time is related to curriculum, including emphasis on listening comprehension and speaking as opposed to reading and grammar. The qualifications and experience of teachers and the opportunities for speaking French outside of school might also influence both the proficiency of the students and their attitudes towards learning the

second language. It should also be emphasized that several of the tests used in this study were not designed specifically for use with these particular groups. There is a need for curriculum-based tests which are of a suitable level of difficulty for students in various grades at both A and G level.

Speaking Test

Overview. As noted earlier, the individual speaking test was taken by at least 40 students selected at random from each group of French 9A and 10A classes in Boards A, B, C, and D. Details concerning the nature of the five-part test are given in the earlier section of this report dealing with the instruments used.

Table 11 shows results on each part of the speaking test for students in French 9A and 10A in each of four boards in eastern Ontario with different core French programs. It is important to remember that a credit in French as a second language was required for students entering high school in the fall of 1985, and that students generally elected to take this course in Grade 9. For students who had entered high school earlier, French continued to be an option, and hence the students enrolled in Grades 10 to 12 could not be considered to be representative of the total population at these grade levels. It should also be remembered that the individual speaking test was taken only by a subsample of the total group enrolled in French 9A and 10A which had taken two group tests of French proficiency.

TABLE 11

FRENCH SPEAKING TEST, SUBTEST SCORES
FOR SCHOOL DISTRICTS WITH DIFFERENT CORE FRENCH PROGRAMS,
GRADES 9A AND 10A, Spring 1986

Subtest	Board	Grade 9A			Sig. greater than gr.9 group#	Grade 10A		
		Mean	SD	N		Mean	SD	N
1. Vocabulary	A	7.1	1.2	41	C,D	7.0	1.1	41
	B	6.9	1.1	45	C,D	7.0	1.3	45
	C	6.0	1.6	45		**6.9	1.1	45
	D	5.3	1.8	40		**6.3	1.4	40
2. Questions	A	9.1	1.7	41	C,D	9.2	1.6	41
	B	7.8	2.2	45	C,D	8.4	2.3	45
	C	5.8	2.5	45		**7.4	2.3	45
	D	5.1	3.0	40		***7.6	2.4	40
3. Structures	A	3.1	2.5	41	C,D	2.9	1.8	41
	B	2.9	2.0	45	D	3.8	2.8	45
	C	1.8	1.8	45		**2.8	1.7	45
	D	0.8	1.3	40		***2.7	2.0	40
4. Situations	A	13.1	7.0	41	C,D	12.5	5.8	41
	B	13.1	7.1	45	C,D	15.0	6.4	45
	C	8.8	6.3	45		*11.5	6.0	45
	D	4.9	5.3	40		***13.2	5.8	40
5. Street Scene	A	*4.1	1.1	41	B,C,D	3.6	0.8	41
	B	3.4	0.9	45	C,D	3.8	1.2	45
	C	2.7	1.2	45	D	**3.4	0.9	45
	D	2.0	1.0	40		***3.4	1.0	40

\# Mean of group shown is significantly greater than those at the same grade level from the boards named in this column ($p < 0.05$). There are no significant differences among boards at the Grade 10 level.

* Mean of this group is significantly greater than that of the other grade in the same board ($p < 0.05$).

** Mean of this group is significantly greater than that of Grade 9A in the same board ($p < 0.01$).

*** Mean of this group is significantly greater than that of Grade 9A in the same board ($p < 0.001$).

It will be seen in Table 11 that students in Grade 9A in Boards A and B obtained significantly higher scores than those in Boards C and D in all except one of the comparisons. Students in Board C scored significantly higher than those in Board D on the Street Scene subtest. There were no significant differences among boards at the Grade 10 level.

When comparisons were made across grades, it was found that on all subtests the mean scores for Grade 10 were significantly greater than those for Grade 9 in Boards C and D, but not in the other two boards. It is not possible to determine from the available data whether these results reflect an increase in the speaking skills of individual Grade 10 students or greater selectivity in enrolment at that grade level. The sections which follow will present additional details concerning the results on the five parts of the speaking test.

Vocabulary. Table 12 shows the per cent correct for each of the eight items in this part of the speaking test. It will be recalled that the student was asked to identify the objects illustrated and that credit was given for the correct noun, with or without an appropriate article. The words were all chosen from a basic vocabulary list for students at the Grade 6 level in the core program followed in the Ottawa Board of Education. If 80 per cent correct is taken as the mastery level for a group, it will be seen that nearly all of these very basic words had been mastered in terms of oral production of the noun itself in Boards A and B, which had the largest amount of French instructional time, and that about half of them had been mastered at both grade levels in Boards C and D. The mean scores on this part of the speaking test are given in Table 11.

TABLE 12

ITEM ANALYSIS FOR VOCABULARY TEST:
FOUR SCHOOL DISTRICTS WITH DIFFERENT CORE FRENCH PROGRAMS,
GRADES 9A AND 10A, Spring 1986

Item in picture	Grade	Per cent correct for board			
		A	B	C	D
livre	9A	100	93	89	88
	10A	98	89	100	88
fenêtre	9A	95	100	100	88
	10A	100	98	96	95
arbre	9A	93	98	89	88
	10A	93	91	96	98
serpent	9A	61	40	31	25
	10A	44	58	40	33
pain	9A	93	91	73	83
	10A	90	87	82	88
soulier	9A	82	84	71	51
	10A	88	96	91	73
feu	9A	82	87	62	25
	10A	95	78	80	58
famille	9A	98	91	91	75
	10A	80	93	100	95
Mean % correct	9A	88	86	76	65
N	9A	41	45	45	40
Mean % correct	10A	86	86	86	79
N	10A	41	45	45	40

Questions. Part 2 of the speaking test consisted of eight direct questions to which the student was expected to reply. The responses were scored with respect to 12 different structures which should have appeared in a grammatically correct response. The same questions had been used previously with core French students in Grades 6 and 8 in the Ottawa-Carleton area, although a different scoring scheme had been used.

Table 13 shows for each board and grade the proportion of correct responses with repect to each element being tested. Mean scores on this subtest were given in Table 11.

Questions asking for the respondent's name and about the weather were answered correctly with 'Je m'appelle ...', 'Il ne neige pas,' and 'Il fait [beau]' by over 80 per cent of the students in all but one of the Grade 9 and 10 groups of Boards A and B; these questions were also the ones which were easiest for the students in the other two boards. All groups had the greatest difficulty with the preposition in 'J'habite au Canada'; the 'passé composé' of 'regarder' was another general cause of difficulty.

TABLE 13

ITEM ANALYSIS FOR GENERAL QUESTIONS:
FOUR SCHOOL DISTRICTS WITH DIFFERENT CORE FRENCH PROGRAMS,
GRADES 9A AND 10A, Spring 1986

Question (Structure)	Grade	% correct for board A	B	C	D
1. Comment t'appelles-tu?					
(Je m'appelle ...)	9A	93	89	76	65
	10A	93	89	69	56
2. Quel âge as-tu?					
(J'ai ...)	9A	61	71	55	55
	10A	63	76	49	43
3. Dans quel pays habites-tu?					
(J'habite)	9A	76	69	36	30
	10A	90	67	67	65
(au)	9A	7	20	9	3
	10A	22	27	9	23
4. Est-ce qu'il neige aujourd'hui?					
(Il ne neige)	9A	90	84	71	58
	10A	100	87	89	85
(pas)	9A	90	84	67	68
	10A	90	87	80	85
5. Quel temps fait-il en été?					
(Il fait)	9A	90	78	49	56
	10A	88	84	67	73
(beau, soleil, etc.)	9A	90	80	56	63
	10A	85	87	78	73
6. À quelle heure est-ce que tu te lèves le matin?					
(Je me lève)	9A	78	22	22	20
	10A	68	56	38	65
(à)	9A	95	84	62	48
	10A	95	87	91	88
7. Environ combien d'élèves y a-t-il dans ta classe de français?					
(Il y a)	9A	80	60	53	28
	10A	78	62	69	68
8. As-tu regardé la télévision la semaine passée?					
(J'ai regardé... or je n'ai pas regardé...)	9A	49	38	29	23
	10A	32	31	36	28
Mean per cent correct	9A	75	65	49	43
N	9A	41	45	45	40
Mean per cent correct	10A	75	70	62	63
N	10A	41	45	45	40

Structures. The third subtest was similar in content to part 2 but used an informal conversational approach in eliciting responses. The first ten items had been used previously with core French students at the Grade 10 level and a longer and more difficult version had been developed earlier for use with immersion students.

Table 14 shows the structures being elicited in the third subtest and the percentage of the various groups which produced each one correctly. This subtest was very difficult, especially at the Grade 9 level in Boards C and D. The questions which were least difficult in all groups involved the use of the preposition in 'au cinéma', the use of 'ne ... pas' in item 8 (which could not be answered affirmatively) and a question which required distinguishing between 'bon' and 'bien'. Questions 11 and 12 had been introduced to try another method for eliciting the pronouns 'y' and 'en', but the new method was not any more effective with the core French group than the previous one had been. Mean scores on this subtest were given in Table 11.

TABLE 14

ITEM ANALYSIS FOR STRUCTURES SUBTEST:
FOUR SCHOOL DISTRICTS WITH DIFFERENT CORE FRENCH PROGRAMS,
GRADES 9A AND 10A, Spring 1986

Structure	Grade	% correct for board			
		A	B	C	D
1. 'J'ai ... ans'	9A	32	38	18	8
	10A	22	40	27	28
2. Use of 'au' as preposition	9A	61	56	47	8
	10A	56	60	60	55
3. Direct object with 'chercher'	9A	12	11	7	0
	10A	5	16	4	10
4. Use of negative ('personne')	9A	39	16	13	5
	10A	12	22	13	15
5. 'Présent' of 'lire',	9A	5	9	9	5
third person plural	10A	12	11	4	18
6. 'Passé composé' of verb	9A	2	9	4	3
with 'être'	10A	20	18	9	8
7. Use of 'bon' vs 'bien'	9A	41	35	27	11
	10A	51	67	58	40
8. Use of negative ('ne ... pas')	9A	61	78	47	35
	10A	71	71	73	68
9. 'Futur' or 'futur proche'	9A	20	20	9	3
	10A	17	24	20	18
10. Use of 'en' with date	9A	15	11	7	0
	10A	7	20	7	3
11. Use of 'y' as pronoun	9A	5	2	0	0
	10A	2	9	0	0
12. Use of 'en' as pronoun	9A	17	2	0	0
	10A	7	18	2	8
Mean per cent correct	9A	26	24	16	7
N	9A	41	45	45	40
Mean per cent correct	10A	24	31	23	23
N	10A	41	45	45	40

Situations. The items in this test, which had been used previously in testing the speaking skills of Grade 10 core French students (Wightman, 1984), were based on those in the Ontario Assessment Instrument Pool (OAIP). For each of the three situations in this part of the speaking test, a set of criteria suggested by OAIP (Ontario Ministry of Education, 1980) was used to measure 'information', 'grammaticality', 'pronunciation' and 'appropriateness'. A fifth criterion, 'comprehension' was added for the third situation, which was presented in French. The total possible score was 8 for situations 1 and 2 and 10 for situation 3. Table 15 gives an outline of the scoring scheme used in part 4 of the speaking test.

TABLE 15

OUTLINE OF THE SCORING SYSTEM FOR THE SITUATION ITEMS

Type of item and language used	Maximum points per item for				
	Info.	Gram.	Pron.	Appro.	Compr.
1. Order food in restaurant (English)	3	2	2	1	-
2. Get information in station (English)	3	2	2	1	-
3. Invite friend for dinner (French)	3	2	2	1	2

Table 16 shows the mean ratings for each situation by grade within each board. The mean ratings are based on the scores for all of the students tested in each group, including the zero scores assigned to those students who made no response. For the first two situations, when the task was presented in English, the students were to pretend to

be ordering food in a restaurant (apple pie and hot chocolate) and to be asking about the purchase of a ticket in a train station. On these two tasks the proportion of zero scores ranged from 7 to 13 per cent at the Grade 9 level in Boards A and B and was about 20 per cent of the total number tested in Board C. In Board D, however, only a small proportion (13 per cent) of the students was unable to respond to the first task while 48 per cent obtained zero scores on the second. At the Grade 10 level the proportion of zero scores in each of the boards was much less than it was in Grade 10, ranging from 3 to 13 per cent.

For the third task (inviting a friend to dinner), which was presented in French, from 37 to 85 per cent of the Grade 9 groups and from 29 to 48 per cent of the Grade 10 groups were unable to give any response at all. The words used by the tester were as follows:

> Maintenant, je vais te donner les directions en français. Imagine que je suis ton amie et que tu veux m'inviter à dîner chez toi demain soir. Que dirais-tu?

The difference in the proportions of zero scores for the two grade levels was particularly apparent in Boards C and D. In both of these boards the Grade 10 mean scores on this part of the speaking test were significantly higher than those for Grade 9 (see Table 11).

TABLE 16

MEAN RATINGS FOR SITUATIONS SUBTEST:
FOUR SCHOOL DISTRICTS WITH DIFFERENT CORE FRENCH PROGRAMS,
GRADES 9A AND 10A, Spring 1986

Item and language of presentation	Max. score	Grade	Mean rating			
			Board A	Board B	Board C	Board D
1. Restaurant order (English)	8	9A	3.5	3.9	3.0	2.2
		10A	3.6	4.3	3.6	3.8
2. Train station info. (English)	8	9A	4.3	4.1	3.8	1.7
		10A	4.2	4.8	4.1	5.2
3. Invitation to friend (French)	10	9A	5.3	5.1	2.0	1.0
		10A	4.7	5.9	3.8	4.2

Street Scene. The last part of the speaking test was another measure which had been used previously with Grade 10 core French students (Wightman, 1984). Students were asked to describe what they saw in a sketch of a busy street corner. As appropriate, the tester could ask questions in order to encourage the student to continue. This section was scored by using the same seven-point scale which had been devised for use in testing Grade 6 core French students in 1980, Grade 8 students in 1982, and Grade 10 students in 1983. However, the scores from different grade levels are not directly comparable. Although the same person scored the test on each of these occasions, no attempt was made to ensure consistency in the testing of students across different grade levels in different years.

Table 17 contains a description of the type of speech associated with each rating and shows the per cent of each group given each of the ratings on the street scene description. Mean scores by board and grade on this subtest were given in Table 11.

TABLE 17

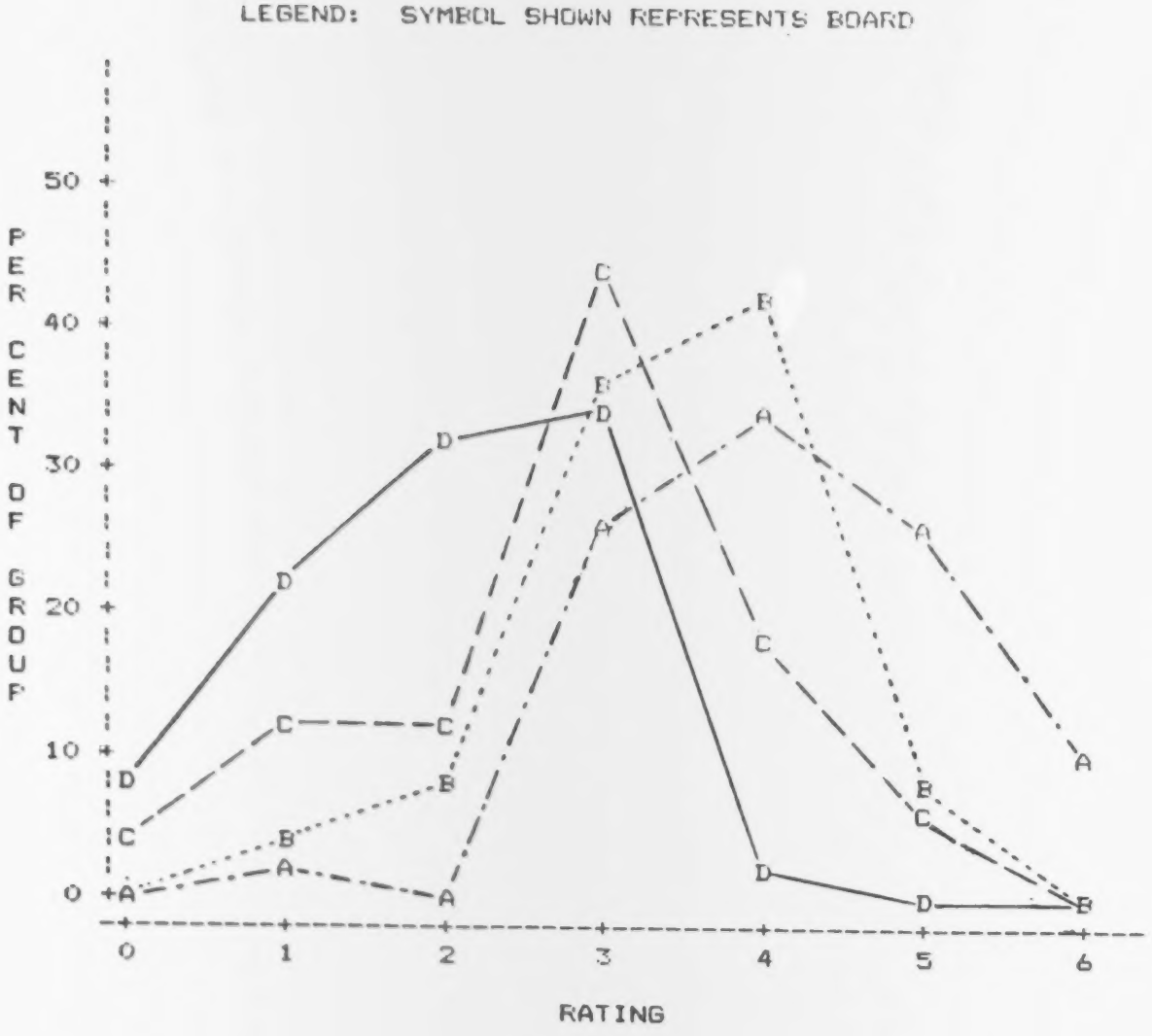
PER CENT OF GROUP ACHIEVING EACH RATING ON STREET SCENE SUBTEST: FOUR SCHOOL DISTRICTS WITH DIFFERENT CORE FRENCH PROGRAMS, GRADES 9A AND 10A, Spring 1986

Rating	Brief description of rating	Grade	Per cent achieving each rating			
			Board A	Board B	Board C	Board D
6	Natural speech, full description	9A	10	0	0	0
		10A	2	7	0	2
5	A few errors, hesitation & rephrasing	9A	27	9	7	0
		10A	5	20	9	3
4	Interrupted speech, grammatical errors & limited vocabulary	9A	34	42	18	2
		10A	46	38	38	43
3	Haltingly produced sentences, frequent errors	9A	27	36	45	35
		10A	39	27	38	35
2	Slow erratic speech; attempt to produce sentences	9A	0	9	13	33
		10A	7	4	13	15
1	A few words and phrases understood	9A	2	4	13	23
		10A	0	4	2	2
0	No relevant information is given	9A	0	0	2	0
		10A	0	0	0	0
NR	No response	9A	0	0	2	8
		10A	0	0	0	0

The graph in Figure 2 illustrates the frequency distributions of the Grade 9A groups of the four boards on the Street Scene subtest. The tendency for the boards with more cumulative time in French to have greater proportions of the group achieving higher ratings, and vice versa, may be seen. In Boards A and B a rating of 4 was achieved by the greatest percentage of the group, while in Boards C and D the greatest proportion achieved a rating of 3.

FIGURE 2

FREQUENCY DISTRIBUTION FOR STREET SCENE SUBTEST,
FRENCH SPEAKING TEST, GRADE 9A, SPRING 1986
IN FOUR BOARDS WITH DIFFERENT CORE FRENCH PROGRAMS



NOTE: 3 OBSERVATIONS HIDDEN

COMPARISONS WITH GROUPS TESTED PREVIOUSLY

As indicated earlier, most of the tests used with samples of core French students in Grades 9, 10, and 12 in five boards in eastern Ontario had been used previously in ministry-supported studies in the schools of the Ottawa and Carleton Boards of Education. This second part of the results section presents the earlier data in comparison with the 1986 results.

Listening

IEA II French listening test. This test was given to several core groups in the Ottawa-Carleton area between 1975 and 1983. Table 18 shows results for core groups in Grades 6, 7, and 8 and for one special group which took an 'extended French' program for two years (in Grades 4 and 5). The latter program involved teaching one of the school subjects in French, as well as providing instruction in the language itself. The total French instructional time was about 60 minutes daily or 180 hours each year, instead of 60 hours in the core program in the same system at the time.

Table 18 also shows the mean scores for the combined Grade 9 groups tested in 1986 in the five boards in eastern Ontario. The 9A and 9G groups are combined in order to form a group which is representative of the total Grade 9 enrolment, as an appropriate group for comparison with the core groups tested at the elementary level. The data for Grades 6 to 8 are arranged in order of increasing cumulative hours of French instruction, followed by the 1986 data for Grade 9. When the test was taken in more than one year by groups with the same number of cumulative hours in the same grade and board, the results across years have been combined.

TABLE 18

COMPARISONS WITH PREVIOUS IEA II FRENCH LISTENING TEST RESULTS: GRADE 9A/G STUDENTS AND GRADES 6 TO 8 CORE

Cum. hrs. of French	Grade	Board	Program	Year(s)	Mean+	SD	N
470	6	C	core	1978-81	15.8	5.6	1744
590	7	C	core	1979-81	16.0	5.6	1135
710	6	C	former extended	1980	18.8	5.1	82
710	8	C	core	1980-81	18.5	6.0	856
810	6	B	core	1978-81	17.0	6.0	1006
930	7	B	core	1979-81	17.8	6.6	933
1050	8	B	core	1980-81	19.8	7.1	647
660	9A/9G	E	h.s.core	1986	16.5	5.8	158
780	9A/9G	D	h.s.core	1986	16.4	5.0	204
1010	9A/9G	C	h.s.core	1986	19.9	6.4	309
1170	9A/9G	B	h.s.core	1986	22.6	6.7	301
1530	9A/9G	A	h.s.core	1986	19.8	5.9	138

+ Means are based on combined results for the years in which the test was given. See discussion in text regarding trends shown in this table.

In both sections of Table 18 it will be seen that in general an increasing amount of French instructional time is associated with higher mean scores on the French listening test. In the case of students with similar amounts of time at different grade levels (Grade 6 core with 810 hours and Grade 8 core with 705 hours), the exception to the progression may be accounted for by differences in the maturity of the students.

Like the separate groups in 9A and 9G whose results were shown in Table 3, the combined 9A/9G groups in Boards A, B, and C had significantly higher mean scores than those in Boards D and E. The Grade 9 group from Board B also had a higher mean score on this test than any of the core groups in Grades 6 to 8 which were tested earlier. The previously observed pattern of higher scores obtained by those with more instructional time continues to occur, even when there are differences in the age levels of the groups being compared.

It can also be noted that Grade 6 students who had been in an extended French program for two years (with 705 cumulative hours) obtained higher scores than the Grade 9 students in Board D with about the same amount of instructional time (780 hours), although this difference was not found to be statistically significant. Unfortunately, there are no comparative data to determine whether this trend continued, since the program was discontinued for administrative reasons after the initial two years, and no information is available concerning possible differences in aptitude between those who took the extended program and those in the regular core program.

The results obtained in 1986 from the administration of the IEA II listening test to students enrolled in French 9A can be compared with those for several groups of students who were tested in 1974 and 1975 at the end of one year of French immersion. Table 19 shows these results, again in order of the cumulative amount of French instructional time. It has already been pointed out (Table 3) that the Grade 9A groups in Boards A, B, and C had significantly higher mean scores on this test than those in the other two boards. The mean score of the late immersion (LFI) group from Board C was significantly higher than

that of each of the other groups identified in Table 19. However, the 9A core classes from Boards A and B had mean scores which did not differ significantly from those of the first-year LFI classes in Board B tested over a two- or three-year period.

TABLE 19

COMPARISONS WITH PREVIOUS IEA II FRENCH LISTENING TEST RESULTS: GRADE 9A AND GRADE 6 OR 7 LFI

Cum. hrs. of French	Grade	Board	Program	Year(s)	Mean+	SD	N
860	7	B	1 yr.LFI	1974,1976	24.7	6.4	170
1130	7	C	1 yr.LFI	1974-76	29.5	5.7	241
1250	6	B	1 yr.LFI	1974-76	26.4	5.3	319
660	9A	E	h.s.core	1986	19.5*	5.6	88
780	9A	D	h.s.core	1986	19.2*	5.0	93
1010	9A	C	h.s.core	1986	22.4*	5.8	208
1170	9A	B	h.s.core	1986	25.5#	5.9	199
1530	9A	A	h.s.core	1986	24.4#	4.4	49

\+ Means are based on combined results for the years in which the test was given.

* Mean of this group is significantly less than those of any of the one-year late immersion groups shown ($p < 0.05$).

\# Mean of this group is significantly less than that of the one-year Grade 7 late immersion group from Board C ($p < 0.05$).

The IEA II listening test was also administered in 1983 to a group of Grade 10 core French students in Board B. Table 20 shows the mean score for this group, together with 1986 results for 10G students from

the five boards in the current study. The mean score for 1983 in Board B is significantly different ($p < 0.001$) from those of Boards A, B, and C in 1986, but no information is available to account for these differences.

TABLE 20

COMPARISONS WITH PREVIOUS IEA II FRENCH LISTENING TEST RESULTS: GRADE 10G

Cum. hrs. of French	Board	Year	Mean	SD	N
1070	C	1986	20.2	5.2	69
1290	B	1983	24.0*	6.2	113
1290	B	1986	19.8	5.6	59
1650	A	1986	20.6	5.0	69

* Mean of this group is significantly greater than that of each of the 1986 groups shown in this table ($p < 0.001$).

IEA IV French listening test. Table 21 shows results for the Grade 10A core groups which took this test in 1983 in Boards B and C, in comparison with those at the same grade level in the five boards which participated in the 1986 study. In both 1986 and 1983 the mean score for Board B was higher than that for the other boards. The difference between the 1983 and the 1986 results is not significant for either Board B or Board C.

TABLE 21

COMPARISONS WITH PREVIOUS IEA IV FRENCH LISTENING TEST RESULTS: GRADE 10A

Cum. hrs. of French	Board	Year	Mean	SD	N
780	E	1986	17.6	4.9	75
900	D	1986	17.7	6.2	66
930	C	1983	19.9	6.4	244
1070	C	1986	19.0	6.2	163
1290	B	1983	22.9*	7.0	226
1290	B	1986	21.7	6.9	186
1650	A	1986	19.1	5.5	85

* Mean of this group is significantly greater than the 1986 means for Boards A, C, D, and E ($p < 0.05$).

In Table 22 the results for the 12A groups tested in 1986 are compared with those of several late immersion groups tested in earlier years. The Grade 12 core group from Board B had a significantly higher score than that of the Grade 7 two-year late immersion students from the same board and did not differ significantly from any of the other immersion groups. Three of the Grade 12 core French groups (from Boards A, C, and D) did not differ significantly from any of the immersion groups shown except from the one from Grade 9. On the other hand, the Grade 12 core group from Board E had a mean score which was significantly lower than those of three of the immersion groups.

TABLE 22

COMPARISONS WITH PREVIOUS IEA IV FRENCH LISTENING TEST RESULTS: GRADE 12A AND LFI GRADES 7-9

Cum. hrs. of French	Grade	Board	Program	Year(s)	Mean+	SD	N
1420	9	B	1st yr. bi-hi	1976	29.5*	5.4	64
1800	7	B	2nd yr. LFI	1975-77	23.9	5.0	142
1850	8	B	2nd yr. LFI	1975-76	25.0	6.5	79
1850	8	C	2nd yr. LFI	1975-76	27.3#	6.7	132
2150	8	B	3rd yr. LFI	1976-77	27.2#	5.7	130
840	12A	E	h.s. core	1986	21.1	7.3	34
960	12A	D	h.s. core	1986	24.1	5.3	32
1190	12A	C	h.s. core	1986	24.7	5.5	54
1530	12A	B	h.s. core	1986	26.9†	6.1	153
1890	12A	A	h.s. core	1986	24.3	6.2	34

+ Means are based on combined results for the years in which the test was given.

* Means of the 1986 Grade 12 core French groups from Boards A, C, D, and E are significantly lower than the mean of this group ($p < 0.05$).

\# Mean of the 1986 Grade 12 core French group from Board E is significantly lower than the mean of this group ($p < 0.05$).

† Mean of this group is significantly greater than that of the Grade 7 second year LFI group from Board B ($p < 0.05$).

In addition to the results shown above for students taking French 12A, the 1986 results are presented in the previous section of this report (Table 5) for small groups of 12G students in four boards. The means ranged from 14.6 to 19.1 and were in each case significantly lower than those of the 12A groups in the same board.

French Reading Comprehension

The IEA II reading test had not been given previously to any groups comparable to those tested in 1986, but the Population IV version of the test was taken in 1980 by late immersion students at the Grade 8 level in Boards B and C. After two or three years in the late immersion program, these students had accumulated a total of 1900 to 2500 hours of French instructional time. It will be seen in Table 23 that the group of students in the high school core program in Board A was the only 12A group whose mean score was not significantly less than that of the Grade 8 students who had completed the three-year late immersion program in Board B. However, the 12A groups in four of the boards had a mean score which did not differ significantly from that of the second-year late immersion group from Board C.

TABLE 23

COMPARISONS WITH PREVIOUS IEA IV FRENCH READING TEST RESULTS:
GRADE 12A AND GRADE 8 LFI

Cum. hrs. of French	Grade	Board	Program	Year	Mean (Max=39)	SD	N
1910	8	C	2nd yr. LFI	1980	24.4+	4.9	139
2490	8	B	3rd yr. LFI	1980	25.6*	5.0	119
840	12A	E	h.s. core	1986	19.9	5.0	33
960	12A	D	h.s. core	1986	20.6	4.2	19
1190	12A	C	h.s. core	1986	22.4	4.5	56
1530	12A	B	h.s. core	1986	22.8	4.9	141
1890	12A	A	h.s. core	1986	23.1	4.8	33

\+ Mean score of this group is significantly greater than that of the 12A group from Board E ($p < 0.05$).

* Mean score of this group is significantly greater than those of the 12A groups from Boards B, C, D, and E ($p < 0.05$).

Speaking Test

Comparisons with earlier results on several parts of the speaking test are presented below. However, on the Questions subtest the changed scoring procedures used in 1986 did not permit comparison of results with those of previous years. In addition, limitations in the available information about the consistency across years of the scoring of the last two subtests (Situations and Street Scene) makes it inappropriate to make direct comparison of the 1986 results with those obtained earlier.

Vocabulary. The vocabulary section of the French speaking test had been used previously with core French students at several grade levels in Board B. These earlier results are shown in Table 24, along with those of the 1986 groups in Grades 9A and 10A from the four boards where the speaking test was given. This short test was very easy for most of the groups tested in 1986, but the results show a few interesting trends.

It will be seen that the Grade 9 groups from Boards C and D have about the same number of cumulative hours of instruction and almost the same mean scores as the Grade 6 and Grade 8 groups tested in Board B in 1980 and 1982. It has already been noted that the 9A groups from Boards C and D had significantly lower scores than those from the other two boards tested in 1986, while the four groups did not differ significantly at the Grade 10 level (see Table 17).

Table C-1 in the Appendix presents item analysis data for the individual items in the vocabulary subtest for the groups of students in core French in Grades 6 and 8 in Board B, as well for students in French 10A who were tested in 1985 and earlier. The 1986 results for the same board are included for comparison, while results for the other boards tested in the same year were given in Table 11. Like the Grade 9 groups in Boards C and D, the Grade 6 and Grade 8 core groups in Board B had not reached the 80 per cent mastery level for several of the items on this test.

The simple technique used in this short vocabulary test could be extended to provide an effective way of measuring productive skills in terms of vocabulary and simple sentence structures among core students at the Grade 9 and 10 levels.

TABLE 24

COMPARISIONS WITH PREVIOUS VOCABULARY TEST RESULTS:
CORE FRENCH GROUPS, GRADES 6 TO 10, 1980-86

Cum. hrs. of French	Grade	Board	Program	Year	Mean	SD	N
810	6	B	core	1980	5.4	na	85
1050	8	B	core	1982	6.0	na	86
1290	10G	B	h.s.core	1983	6.3	na	38
1290	10A	B	h.s.core	1983	6.9	na	49
780	9A	D	h.s.core	1986	5.3	1.8	40
1010	9A	C	h.s.core	1986	6.0	1.6	45
1170	9A	B	h.s.core	1986	6.9	1.1	45
1530	9A	A	h.s.core	1986	7.1	1.2	41
900	10A	D	h.s.core	1986	6.3	1.4	40
1070	10A	C	h.s.core	1986	6.9	1.1	45
1290	10A	B	h.s.core	1986	7.0	1.3	45
1650	10A	A	h.s.core	1986	7.0	1.1	41

Structures. Groups which had previously taken the Structures subtest include groups from Grade 10 core French in Board B and late immersion students in Grades 8 and 10 in Boards B and C. The results are shown in Table 25 for these earlier groups, as well as for the Grade 9 and 10 groups tested in 1986.

The highest mean scores among the core groups tested in 1983 and 1986 were obtained by the Grade 10 groups in Board B. However, none of the core groups in any of the boards achieved a score close to those of

the Grade 8 and Grade 10 late immersion groups tested earlier; the means scores obtained by these groups were 6.2 and 7.1, respectively.

The Structures subtest was also given to early immersion groups at the same grade levels, but since these groups had accumulated about twice as much instructional time as the late immersion students, they are not included among the comparision groups. Details of comparisons between early and late immersion groups will be found in earlier reports to the ministry (e.g. Morrison et al., 1986).

TABLE 25

COMPARISONS WITH PREVIOUS STRUCTURES TEST RESULTS:
CORE AND IMMERSION STUDENTS, 1982-86

Cum. hrs. of French	Grade	Board	Program	Year(s)	Mean	SD	N
1290	10A	B	h.s.core	1983	3.8	na	58
780	9A	D	h.s.core	1986	0.8	1.3	40
1010	9A	C	h.s.core	1986	1.8	1.8	45
1170	9A	B	h.s.core	1986	2.9	2.0	45
1530	9A	A	h.s.core	1986	3.1	2.5	41
900	10A	D	h.s.core	1986	2.7	2.0	40
1070	10A	C	h.s.core	1986	2.8	1.7	45
1290	10A	B	h.s.core	1986	3.8	2.8	45
1650	10A	A	h.s.core	1986	2.9	1.8	41
2000-2500	8	B/C	LFI	1982	6.2	na	88
2500-3400	10	B/C	LFI	1982,1985	7.1	na	101

Item analysis data for the earlier groups in Grade 8 early and late immersion and Grade 10 late immersion, as well as for the 10A groups from Board B in 1983 and 1986 are shown in Table C-2 of the Appendix. The mean per cent correct on the test as a whole ranged from 7 to 32 for the core groups and from 52 to 59 for the immersion groups. The 1986 results were given in Table 14.

Situations. This subtest, which detected differences among the 1986 groups (Table 11), was also given to core French groups in Boards B and C in 1983. The results for 10A and 10G groups from these boards are given in Table C-3 in the Appendix. The 1983 scores tend to be higher than those obtained in 1986, although the same tester was used in both years. No information is available about the equivalence of the samples.

Street Scene. Previous results obtained with core groups in Grades 6, 8, and 10 are given in Table C-4. The expected progression across grades is shown in the distribution of ratings: the typical (or modal) ratings in Grades 6, 8, and 10 were 3, 4, and 5, respectively, and the mean score increased from 2.9 to 4.3 over the four-grade range. As shown in Table 11, the range of mean ratings in the four boards tested at the 10A level in 1986 was from 3.4 to 3.8, in spite of a considerable difference in the amount of French instructional time in these four boards. In Grade 9A, on the other hand, the mean ratings ranged from 2.0 to 4.1 and were related to the amount of instructional time. This test and the one described above both appear to have considerable potential, and much effort has already been put into developing the scoring protocol and improving inter-tester reliability. However, more work is needed before it can be used with confidence in making comparisons in different years and with different testers.

SUMMARY

Introduction

The 1986 contract with the Ministry of Education of Ontario involved an examination of the French proficiency of students at the Grade 9, 10, and 12 levels in the Ottawa and Carleton Boards and in three other boards in eastern Ontario, all with different core French programs. The Grade 9 students, who were in the first group taking a required French course under the ministry's new high school diploma requirements, are more representative of the total population at their level than the Grade 10 and 12 groups.

The cumulative hours of French instruction for the groups from the five boards ranged from 660 to 1530 in Grade 9, from 780 to 1650 in Grade 10, and from 840 to 1890 in Grade 12. The sample tested included about ten classes enrolled in each of French 9A, French 10A, and French 12A in the two larger boards, as well as two to four classes at each level in the other boards; in addition, a few enriched classes were tested. Samples consisting of all students taking French at the general level were also tested in the same grades in each of the participating schools.

Group tests of French listening and reading comprehension were administered to all students in these samples. In addition, a randomly selected subsample enrolled in each of French 9A and French 10A in each of four boards took a five-part individual speaking test. Reliability, or internal consistency, of all four group tests was at least 0.85 for the total groups tested. It was possible to compare mean scores of the 1986 groups with results obtained in previous years, as well as to examine differences among and within boards. This summary provides an

overview of the results of the study, with specific mention of selected significant differences found.

Comparisons Across and Within Boards

Listening tests. In both 9A and 9G, the two boards with the most instructional time in French had significantly higher mean scores than the two boards with the fewest hours of French. For the students in French 10G, the trends were similar but differences between boards were not always significant.

The mean score for the French 10A group in only one board was significantly greater than that for the corresponding group in each of the other boards. Among the 12A groups, there was only one significant difference between two boards, while for French 12G there were not such differences among the four boards offering this course, in most cases with very small enrolment.

In each board, the mean score of the 9A group was significantly higher than those of both the 9G and 10G groups. In all but one board, the 10G group had a significantly higher mean score than the 9G sample. In all boards the mean score of the French 12A sample was significantly greater than that of 10A students. The 12A mean score was also greater than the 12G mean in the four boards offering French 12G.

Reading tests. Grade 9A, 9G, and 10G groups with more instructional time in French had higher mean scores on the IEA II test, and similar trends were generally apparent among groups which took the Population IV version of the test. Fewer of the differences were significant than in the case of the listening test for these levels. Differences among the various grade levels were similar to those for the

listening test. The IEA II test appeared to be particularly difficult for general-level classes in both Grade 9 and Grade 10.

Speaking test. The five-part speaking test was taken by a subsample of about 40 students in 9A and 10A French in each of four of the boards. Among Grade 9 groups in the four boards, the two with more French instruction generally scored significantly higher on all subtests than the two with fewer hours of French, while at Grade 10 none of the differences was significant. Moreover, the Grade 10 means on each subtest were not consistently higher than those of the Grade 9 group except in the two boards with the fewest cumulative hours of French instructional time. For each of the subtests, tables showing the per cent of each group responding correctly to individual items or other relevant information are provided in the report. The data can be used to identify specific strengths and weaknesses of the groups from the various boards and grade levels.

Comparisons with Groups Tested Previously

Listening tests. The IEA II test had been taken between 1978 and 1981 by several groups of core French students at the Grades 6, 7, and 8 levels in Ottawa and Carleton. A comparison of their mean scores with the combined 9A/9G groups from the five boards tested in 1986 tended to confirm the previously observed pattern of higher scores being related to more instructional time in French, even when there were differences in the age levels of the groups being compared.

In another comparison, all of the 9A groups tested in 1986 had signficantly lower mean scores on the IEA II listening test than grade 7 students in one board who had spent one year in a late immersion program. However, groups from the two boards with more French instruction

had scores which did not differ significantly from the Grade 6 or Grade 7 groups with one year of late immersion.

On the Population IV level of the listening test taken by students in two boards in 1983 and 1986, the mean scores for one board in both years was higher than the 1986 means for the other boards tested in 1986. The difference between 1983 and 1986 means was not significant for either of the two boards.

Grade 12A core French means for three of the boards did not differ significantly from those of Grade 7 and 8 groups tested between 1975 and 1977 at the end of two or three years of late immersion. On the other hand, the Grade 12 group from the board with the least time in French had a significantly lower mean than three of these late immersion groups. Moreover, the 1986 Grade 12 group from one of the boards scored significantly higher than the Grade 7 two-year late immersion students from the same board.

Reading test. The Population II level of the IEA reading tests had not been used previously with groups comparable to those tested in 1986, but the Population IV version had been used in 1980 with students completing two or three years of a late immersion program. It was found that there was only one 12A group whose mean score was not significantly less than that of a group of Grade 8 students at the end of three years of late immersion. However, mean scores of the 12A groups in four of the boards did not differ significantly from that of a two-year late immersion group in Grade 8.

Speaking test. On the Vocabulary subtest the 1986 Grade 9 groups from two of the boards had means similar to those of Grade 6 and 8 groups tested in 1980 and 1982, which had similar cumulative hours of French instruction.

The Structures subtest had been given previously to groups of both core and immersion students. The highest mean scores among core groups tested in 1983 and 1986 were obtained by Grade 10 groups in the same board. However, none of the core groups in any board achieved a score close to those of the Grade 8 and 10 late immersion groups tested earlier.

Grade 10A and 10G groups which were tested in 1983 tended to have higher scores on the Situations subtest than the 1986 samples in the same boards. No information is available to indicate whether the samples were equivalent, although the same tester was used on both occasions and attempts were made to ensure reliability of scoring. Similar problems existed with the Street Scene subtest of the speaking test. However, mean scores for groups from Grades 6, 8, and 10 do show the expected progression across grades.

Concluding Statement

It has already been pointed out that for students in Grade 9 in 1985-86, a French credit was required for their high school diploma under new ministry guidelines, while for Grade 10 and 12 groups French was optional. It is also known that there were variations among boards in the proportions taking Grade 9 French at the general and advanced level, which would also affect the relative strengths of the various groups. Moreover, adjustment for differences in ability was not possible, since aptitude scores could not be obtained for all of the students. Scores are also likely to have been affected by differences in curriculum, in teacher qualifications and experience, and in the opportunities available to students for hearing and speaking French outside of school. It should also be noted that the tests used in this study

were not designed specifically for use with these groups and are not based on curriculum for these levels. The results also suggest that the tests were too difficult for some of the groups tested.

In spite of their limitations, the data provided in this report show clearly that the cumulative amount of French instructional time does influence French listening and reading comprehension, particularly at the Grade 9 level. Moreover, students in Grade 12 generally scored higher than those in 10A and similarly 10G groups obtained higher scores than the corresponding 9G samples on these tests.

Grade 9 students do not generally score as high on listening tests as late immersion groups with a similar cumulative amount of French instructional time, but by Grade 12 the core groups with 1200 or more hours of French compare favourably in French listening and reading with students after two years of a late immersion program which has included 50 or 80 per cent of the time in French.

Scores on the speaking tests present more problems in interpretation because of the relatively small size of the sample and the nature of this type of test. It appeared that many of the students tested have considerable difficulty performing a task similar to carrying on a simple conversation in French.

This project has illustrated the need for more appropriate tests in certain areas, and for closer examination of the factors affecting achievement. However, using the available tests has enabled comparisons to be made between the groups tested in 1986 and several core and immersion groups tested during previous years. Although some questions remain unanswered, this project has provided potentially useful information about the achievement levels of core French students in the high schools of eastern Ontario.

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APPENDIX A

MINUTES PER DAY AND CUMULATIVE HOURS OF FRENCH INSTRUCTION

TABLE A-1

MINUTES PER DAY IN FRENCH AND CUMULATIVE HOURS OF FRENCH INSTRUCTION AT THE COMPLETION OF VARIOUS GRADE LEVELS FOR SCHOOL DISTRICTS WITH DIFFERENT CORE FRENCH PROGRAMS, SPRING 1986

Grade	Board A		Board B		Board C						Board D				Board E			
	Gr. 12,10,9		Gr. 12,10,9		Grade 12		Grade 10		Grade 9		Grade 12		Grade 10,9		Grade 12		Grade 10,9	
	Min./ day	Cum. hrs.	Min./ day	Cum. hrs.	Min./ day	Cum. hrs.	Min./ day	Cum. hrs.	Min./ day	Cum. hrs.	Min./ day	Cum. hrs.	Min./ day	Cum. hrs.	Min./ day	Cum. hrs.	Min./ day	Cum. hrs.
K	150	450	30	90	15	45	15	45	15	45			20	60				
1	40	570	40	210	20	105	20	105	20	105			20	120				
2	40	690	40	330	20	165	20	165	20	165			20	180				
3	40	810	40	450	20	225	20	225	40	285	20	60	20	240				
4	40	930	40	570	20	285	40	345	40	405	20	120	20	300	20	60	20	60
5	40	1050	40	690	20	345	40	465	40	525	20	180	20	360	20	120	40	180
6	40	1170	40	810	40	465	40	585	40	645	20	240	20	420	20	180	40	300
7	40	1290	40	930	40	585	40	705	40	765	40*	360	40	540	30	270	40	420
8	40	1410	40	1050	40	705	40	825	40	885	40	480	40	660	30	360	40	540
9	40	1530	40	1170	40	825	40	945	40	1005	40	600	40	780	40	480	40	660
10	40	1650	40	1290	40	945	40	1065			40	720	40	900	40	600	40	780
11	40	1770	40	1410	40	1065					40	840			40	720		
12	40	1890	40	1530	40	1185					40	960			40	840		

* Some of these students had only 20 minutes per day.

APPENDIX B

STUDENT SURVEYS

Background of Grade 9 Core French Students

Please answer the following questions about your background in French. Do the best you can to answer accurately but if you really cannot remember, write "don't know".

NAME _____

SCHOOL _____ Grade ____ A or G level French? ____

1. List the schools (and their locations) you attended in the following grades.

Grade	School	City or Town	School Board
9			
8			
7			
6			
5			
4			

2. Did you ever attend a school for children whose native language is French? YES NO

   If so, in what grades? _____

   Where (school, city or town) _____

3. Were you ever in a French immersion program? YES NO

   If so, in what grades? _____

   Was it primary-entry immersion (starting in Kindergarten, gr. 1, etc.) or late-entry immersion (starting at grade 6 or 7)? PRIMARY-ENTRY LATE-ENTRY.

4. Were there any grades in which you received NO French instruction? YES NO

   If so, in what grades? _____

5. Have you had any opportunities outside of school to learn French? Please describe them below.

Type of opportunity	Approximate time (year & duration)

Background of Grade 10 Core French Students

Please answer the following questions about your background in French. Do the best you can to answer accurately but if you really cannot remember, write "don't know".

NAME _____

SCHOOL _____ Grade ____ A or G level French? ____

1. List the schools (and their locations) you attended in the following grades.

Grade	School	City or Town	School Board
10			
9			
8			
7			
6			
5			
4			

2. Did you ever attend a school for children whose native language is French? YES NO

   If so, in what grades? _____

   Where (school, city or town) _____

3. Were you ever in a French immersion program? YES NO

   If so, in what grades? _____

   Was it primary-entry immersion (starting in Kindergarten, gr. 1, etc.) or late-entry immersion (starting at grade 6 or 7)? PRIMARY-ENTRY LATE-ENTRY.

4. Were there any grades in which you received NO French instruction? YES NO

   If so, in what grades? _____

5. Have you had any opportunities outside of school to learn French? Please describe them below.

Type of opportunity	Approximate time (year & duration)

Background of Grade 12 Core French Students

Please answer the following questions about your background in French. Do the best you can to answer accurately but if you really cannot remember, write "don't know".

NAME _____

SCHOOL _____ Grade ____ A or G level French? ____

1. List the schools (and their locations) you attended in the following grades.

Grade	School	City or Town	School Board
12			
11			
10			
9			
8			
7			
6			
5			
4			

2. Did you ever attend a school for children whose native language is French? YES NO

   If so, in what grades? _____

   Where (school, city or town) _____

3. Were you ever in a French immersion program? YES NO

   If so, in what grades? _____

   Was it primary-entry immersion (starting in Kindergarten, gr. 1, etc.) or late-entry immersion (starting at grade 6 or 7)? PRIMARY-ENTRY LATE-ENTRY.

4. Were there any grades in which you received NO French instruction? YES NO

   If so, in what grades? _____

5. Have you had any opportunities outside of school to learn French? Please describe them below.

Type of opportunity	Approximate time (year & duration)

APPENDIX C

RESULTS ON SUBTESTS OF FRENCH SPEAKING TEST FOR GROUPS TESTED IN EARLIER YEARS

TABLE C-1

RESULTS ON THE VOCABULARY SECTION OF THE SPEAKING TEST
FOR SEVERAL GROUPS OF OTTAWA BOARD CORE FRENCH STUDENTS

Item	Per cent correct				
	Grade 6 1980	Grade 8 1982	Grade 9 1986	Grade 10 1983	Grade 10 1986
livre	84	91	93	98	89
fenêtre	85	92	100	98	98
arbre	79	80	91	88	98
serpent	51	42	58	57	40
pain	58	82	87	90	91
soulier	58	63	96	80	84
feu	54	72	78	82	87
famille	76	79	93	92	91
Mean per cent correct	68	75	86	86	86
Number of cases	85	86	45	49	45
Cum. hrs. of French	810	1050	1170	1290	1290

TABLE C-2

RESULTS ON THE STRUCTURES SUBTEST OF THE SPEAKING TEST FOR SEVERAL GROUPS OF CORE AND IMMERSION STUDENTS, OTTAWA AND CARLETON, 1982-1985

Structure	Per cent responding correctly					
	Board B Gr. 10 core		Bds.B&C gr.8 LFI	EFI	Boards B&C Gr. 10 LFI	
	1986	1983	1982	1982	1985	1982
1. 'J'ai ... ans'	40	48	47	39	77	66
2. Use of 'au' as preposition	60	53	73	77	80	81
3. Use of 'chercher'	16	17	82	89	45	83
4. Use of negative ('personne')	22	9	76	91	80	88
5. 'Présent' of 'lire', third person plural	11	7	30	30	41	49
6. 'Passé composé' of verb with 'être'	18	28	32	32	59	41
7. Use of 'bon' vs 'bien'	67	66	75	84	86	80
8. Use of negative ('ne ... pas')	71	66	74	88	82	78
9. 'Futur' or 'futur proche'	24	24	50	46	59	58
10. Use of 'en' with date	20	40	72	71	73	69
11. Use of 'y' as pronoun	9	5	1	3	3	2
12. Use of 'en' as pronoun	18	17	13	5	18	15
Mean per cent correct	32	32	52	55	59	59
N	45	58	88	100	42	59
Approx. cum. hrs. of French	1290	1290	2000-2500	5500	2500-3400	2500-3400

TABLE C-3

RESULTS ON THE SITUATIONS SUBTEST OF THE SPEAKING TEST
FOR GRADE 10A CORE FRENCH 1983, OTTAWA BOARD

Item	Max. score	Mean	SD	N
Instructions given in English				
1. Restaurant	8	5.2	2.1	49
2. Train station	8	4.9	2.6	49
Instructions given in French				
3. Dinner invitation	10	5.6	4.1	49
Total	26	15.7	7.2	49

TABLE C-4

RESULTS ON THE STREET SCENE SUBTEST OF THE SPEAKING TEST
FOR SEVERAL GROUPS OF CORE FRENCH STUDENTS, OTTAWA, 1980-1983

Rating	Brief description of rating	% achieving each rating		
		Gr.6 1980	Gr.8 1982	Gr.10 1983
6	Natural speech, full description	1	0	22
5	A few errors, hesitation and rephrasing	14	19	29
4	Interrupted speech, grammatical errors and limited vocabulary	23	28	22
3	Haltingly produced sentences, frequent errors	29	20	14
2	Slow erratic speech; attempt to produce sentences	20	17	8
1	A few words and phrases understood	8	13	4
0	No relevant information is given	6	1	0
NR	No response	0	2	0
	Mean rating	2.9	3.1	4.3
	N	84	86	49
	Cum. hrs. of French	810	1050	1270